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ABSTRACT

This text presents an approach to the teaching of students with learning disabilities which places teachers in the development phase of instruction rather than serving as implementors of "canned" curriculum. The thematic approach presented allows the current curriculum of any school or school system to be adapted to the needs of students. It accounts for the learning modalities and styles of individuals while still teaching the content and skills of any given curriculum. The book begins with an overview of curriculum and curriculum development, describes classroom interventions using a thematic approach for students with learning disabilities, and identifies activities that can unify the home with the classroom in applying thematic units. Part II describes characteristics of students with learning disabilities and methods for creating effective learning opportunities. Part III offers a historical and philosophical perspective on thematic curriculums. Part IV discusses the role of staff development, the use of thematic curriculum in staff development, and development of thematic units. Each of the four parts concludes with a case study. An appendix lists goals and learning activities for nine monthly thematic units, and another appendix describes 11 supplemental strategies and methods recommended for use with students who have learning disabilities. Approximately 60 references are listed, followed by a list of approximately 65 suggested readings. (JDD)

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